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ABSTRACT

This booklet contains guidelines for the registration of units and qualifications in New Zealand's National Qualifications Framework, a system of education and employment qualifications. An introduction provides an overview of registration, including endorsement, evaluation, and reregistration. Section 2 focuses on registration of unit standards. It discusses the process, requirements, applicant, unit standard headings, and criteria for registration. Section 3 on registration of qualifications addresses requirements, applicant, details of consultation, qualifications, and criteria for registration. Appendixes comprising most of the booklet include the following materials: examples of unit standards; levels definitions; information on determining unit credit; regulations for the naming and issuing of nationally registered qualifications; New Zealand Qualifications Authority classification for unit standards and national qualifications, with fields, subfields, and domains; information on accreditation, including procedures, scope, unit accreditation, group accreditation, and general accreditation; application forms for unit and qualification registration; and glossary. (YLB)

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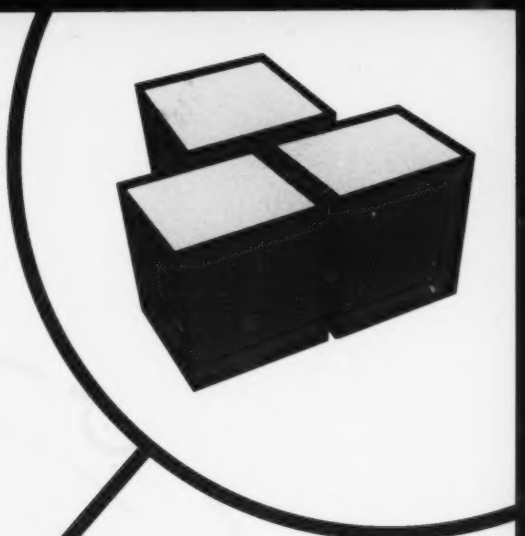

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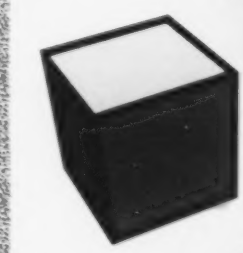

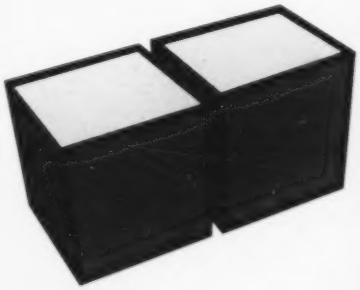

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NEW ZEALAND QUALIFICATIONS AUTHORITY
Mana Tohu Mataurunga o Aotearoa

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The New Zealand Qualifications Authority will promote improvement in the quality of education and training in New Zealand through the development and maintenance of a comprehensive, accessible and flexible National Qualifications Framework.

The Authority's main functions are to:

- co-ordinate all qualifications in post-compulsory education and training (from upper secondary to degree level) so they have a purpose and relationship to one another that the public and students can understand;
- set and regularly review standards as they relate to qualifications;
- ensure New Zealand qualifications are recognised overseas and overseas qualifications are recognised in New Zealand;
- administer national examinations, both secondary and tertiary.

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Except in circumstances resulting from changes in legislation or other unforeseen events, all policy and procedures published in this document will remain in force and unchanged until 31 December 1993.

March 1993

PARTNERSHIP

The Qualifications Authority recognises that integral to its operations, both internal and external, is the need to be responsive to the aspirations, needs and concerns of the Maori people. The following will therefore be taken into account when implementing the principles and processes contained in this document:

honouring the principles of the Treaty of Waitangi through exercising the Authority's power of government reasonably and in good faith, so that the Maori interests specified in the Treaty are actively protected;

eliminating the gaps which exist in relation to the educational, personal, social, cultural and economic well-being of Maori people, and which do not result from individual or cultural preferences;

providing opportunities for Maori people to develop economic activities as a sound base for realising their aspirations, to promote their self-sufficiency and to eliminate attitudes of dependency;

providing for Maori language and culture to receive an equitable allocation of resources and a fair opportunity to develop, having regard to the contribution made by Maori language and culture towards the development of a unique New Zealand identity.

Particularly important is recognition of the Treaty of Waitangi.

Responsiveness is an issue of equal importance both to the Maori people and other New Zealanders. The Qualifications Authority will operate in a way that ensures responsiveness is part of everyday operations.

USING THIS BOOKLET

These guidelines cover the following quality management activities:

- Unit registration
- Qualification registration

Other publications deal with other activities including the Registration of Private Training Establishments, the Accreditation of Training Providers and the Writing of Units.

Further Information

The New Zealand Qualifications Authority has an office in Wellington and regional outposts in Auckland and Christchurch.

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1 INTRODUCTION

THE NATIONAL QUALIFICATIONS FRAMEWORK

The National Qualifications Framework offers an opportunity to enhance the quality of education and training. The Framework will be implemented progressively from 1992 with a target date of 1995 being set for the completion of the implementation.

The quality management system for nationally recognised qualifications includes:

1 Registration of Units and Qualifications

To ensure that standards are set which are relevant, up to date and acceptable to major user groups.

2 Registration of Private Training Establishments

To ensure basic educational and consumer safeguards are met.

3 Accreditation of Providers

To ensure that providers have the capacity to deliver the unit standards.

4 Ongoing Moderation of Assessment

To ensure the consistency of assessment to the required standard.

5 Audit

To ensure the effective performance of overall systems for the management of quality.

This booklet refers to the registration of qualifications and the registration of units on the National Qualifications Framework.

UNIT REGISTRATION

Endorsement

Units and qualifications will be registered on the National Qualifications Framework through a public process, requiring the endorsement of national standards bodies that represent national user groups. To this end the New Zealand Qualifications Authority will recognise national standards bodies for a defined sphere. These bodies will be representative of all major user groups and will have responsibility for the overview of the development and maintenance of standards in that sphere of knowledge and skill. The process will ensure that the units and qualifications have been endorsed by their user groups. This requirement applies to both industry specific and more general units and qualifications. Endorsement by the users of units and qualifications is critical if the Framework is to have any national or international worth.

Evaluation

Unit registration places a unit on the National Qualifications Framework. It follows evaluation of a unit standard statement to ensure that the unit has been soundly developed, that there is consistency between its various components, and that it reflects the needs of user groups.

The core of a unit standard statement is a set of outcomes (called 'elements') with associated performance criteria. Each unit is assigned to a level of the National Qualifications Framework and carries a credit rating. An example of a unit standard is attached as Appendix ONE.

In the interests of learners, providers and industry, the Qualifications Authority wishes to prevent duplication or unnecessary overlap between different units.

All units accepted for registration will be nationally recognised. The unit standards will be available for an administrative charge.

Qualification Registration

A nationally registered qualification will comprise a coherent set of units that has the support of appropriate national user groups. Such groupings will have high credibility for the purposes of employment or educational progression. They will be promoted by the Qualifications Authority both nationally and internationally. All nationally registered qualifications will be registered on the Framework and will have a defined national system for the management of quality.

Re-registration of Unit Standards and Qualifications

Unit standards and qualifications will be registered for a specified time. The unit or qualification will be reviewed before the end of that period. A revision period will be recommended by the national standards body as part of the registration process. The expiry date will ensure that the unit or unit combination remains relevant.

2 REGISTRATION OF UNIT STANDARDS

REQUIREMENTS AND CRITERIA

The registration of units and qualifications will be a public process, requiring the endorsement of national standards bodies that represent, or are able to co-ordinate the opinions of, national user groups. Questions to do with the development of units should be directed to the relevant national standards bodies. It is the responsibility of the national standards body to ensure that wide consultation has taken place before units are submitted to the New Zealand Qualifications Authority for registration on the Framework. Where national user groups are not identifiable, evidence to this effect should be included and the body setting the standard should be clearly identified.

To assist in the consultation process the Qualifications Authority will use its newsletter, QA News, to announce:

- Early notification of an intention by national standards bodies to develop units and/or qualifications, allowing interested parties to consult directly with them. This will help to avoid duplication and wasted effort.
- Notification of units and/or qualifications that have been lodged for registration.
- Notification of units and/or qualifications for which all processes are complete, i.e. units have been officially registered on the Framework and are available for delivery through education providers, for work-based direct assessment, or for assessment in recognition of prior learning. Unit standards will be reviewed after a year, during which period users are invited to submit comments and suggested amendments to the relevant standards body.

Process

- Initial evaluation of the technical quality of unit standards. The units are then returned to the standards body for agreed amendments and endorsement.

  Submissions should at this stage include applicant details and draft unit standards.

- Evaluation of the endorsed unit standards.

  Submissions at this stage should be fully documented with details of the initial consultation leading to the writing of the units.

Requirements

Submissions for registration of units should include the following information:

Applicant

Name of national standards body or bodies

Contact name

Position

Address Postal

Street

Telephone Number

Fax Number

Unit Standard

Applicants should refer to the appendices for requirements under the following headings:

- unit title
- elements and performance criteria
- level and credit rating
- final date for comments
- expiry date
- purpose
- entry information
- moderation option
- accreditation option
- special notes

Criteria

The Qualifications Authority will use the following criteria for registration of unit standards:

1 **Endorsement**

The units are endorsed by the relevant national standards body or bodies.

2 **Format**

The unit follows the expected format and contains all the relevant information (refer Appendix ONE).

3 **Duplication**

The title and elements of this unit make it sufficiently distinct from currently registered units.

4 **Level and Credit Rating**

The proposed level and credit rating are justified. (Refer Appendices TWO and THREE.)

5 **Merit Criteria**

Criteria for the award of merit in achievement-based unit standards are valid and are stated clearly and unambiguously.

6 **Technical Quality**

The elements and performance criteria are measurable, there is a relationship between the various unit components, and they are free from gender and cultural bias.

7 **Moderation**

There are efficient, resource effective and accessible arrangements for ensuring the consistency of assessment with the required standards. (Refer to Authority publications on moderation.)

8 **Accreditation**

There is an efficient, resource effective and accessible system for evaluating the capacity of provides to deliver unit standards. (Refer Appendix SIX.)

9 **Entry Information**

Entry information includes no unreasonable barriers.

10 **Revision**

The revision date ensures that the unit remains relevant.

3 REGISTRATION OF QUALIFICATIONS REQUIREMENTS AND CRITERIA

Qualifications registration requires evaluation of a proposed set of unit standards to ensure that it has a soundly based rationale, that it complies with the requirements and principles of the National Qualifications Framework, that it is unique in the national context and that it has appropriate user group endorsement.

Requirements

Submissions for registration of qualifications should include the following information:

Applicant

Name of national standards body or bodies

Contact name

Position

Address Postal

Street

Telephone Number

Fax Number

Details of Consultation

Provide evidence that all appropriate national user groups (e.g. industry organisations, professional bodies, education provider sector organisation, beyond advisory groups and national standards bodies) have been consulted and that they endorse the qualification and the details of the application. Where national user groups are not identifiable, evidence to this effect should be included and the body setting the standard clearly identified.

Qualifications (refer to Appendix FOUR)

Information should include:

- title
- aim and rationale
- unit combination and academic regulations
- level on the Framework
- credit total
- final date for comments
- expiry date
- certification

Criteria

The New Zealand Qualifications Authority will use the following criteria for registration of qualifications:

1 **Endorsement**

The qualification is endorsed by the relevant national standards body or bodies.

2 **Consultation**

Appropriate consultation has taken place.

3 **Unit Combination and Academic Regulations**

The combination of registered units and academic regulations proposed are consistent with the requirements and principles of the National Qualifications Framework, particularly in allowing flexibility, appropriate choice and pathways for learners. (These requirements and principles are set out in the publication *Developing the National Qualifications Framework, a Report to the Board, 24 September 1991*, page 5). Refer also to Appendix FOUR.

4 **Duplication**

The qualification is different in composition and purpose from any already registered.

5 **Title, Level and Credit Total**

The proposed title, level and credit total conform to relevant Qualifications Authority regulations. (Refer Appendix FOUR).

6 **Certification**

The certification proposals conform to the relevant Qualifications Authority regulations. (Refer Appendix FOUR).

7 **Final Date for Comment**

The date by which comments on the unit standard should be received. Such comments will be taken into account when the unit standard is reviewed.

8 **Expiry Date**

The date on which the registration of the unit standard expires.

APPENDIX ONE

EXAMPLES OF UNIT STANDARDS

(1) AN EXAMPLE OF A UNIT STANDARD IN HORTICULTURE

Information specific to registration on the New Zealand National Qualifications Framework

Title
Basis for certification and cataloguing on the National Qualifications Framework.

Number
Sequential
e.g. 92021122

Level
On the National Qualifications Framework - e.g. 2

Credit
Credit value of the unit - e.g. 5

Final date for comment
The date by which comments on the unit standard should be received. Such comments will be taken into account when the unit standard is reviewed - e.g. 31 December 1994

Expiry date
The date on which the registration of the unit standard expires - e.g. 31 December 1995

Purpose
The place of the unit in the National Qualifications Framework
e.g. This unit is for entry level learners in the horticulture or agriculture industries. Learners completing the unit will be able to propagate and grow-on plants. Most will go on to complete Unit Standard 92021123 *Horticulture: Cultivate plants using routine techniques*

Entry information
Pre-requisites and co-requisites
e.g. Completion of Unit Standard 92021121 *Horticulture: Preparing ground for cultivation* or demonstration that its elements have been achieved.

Accreditation option
Specifies which option will be employed in accrediting this unit
e.g. Site visit with NSB participation

Moderation option
Specifies which moderation option will be employed with this unit
e.g. Regional moderation group

Special notes
Any notes that are important for the delivery of the unit standard that cannot be included in the elements, performance criteria or range notes.

Unit title In ***domain: element*** format

e.g. **Horticulture:** Propagate plants using routine techniques

Elements	Performance criteria
1 Prepare constituents and containers for propagation.	1.1 Media constituents are identified, measured and mixed to given proportions.
	1.2 Containers are prepared and filled to provide an optimum germination and rooting environment.
2 Propagate plants from seed.	2.1 Coarse seed is sown by hand in a manner that promotes germination and growth.
	2.2 Unused seed is stored to prevent deterioration.
	2.3 Seedlings are graded and pricked out with minimum damage.
	2.4 Outdoor seedlings are thinned in a manner appropriate to the species.
3 Propagate plants by simple asexual techniques *(Range: softwood and root cuttings; bulb, corn, rhizome, tuber and runner divisions).*	3.1 Technique selected is appropriate to the parent plant.
	3.2 A suitable parent plant is selected at the correct stage of development
	3.3 The techniques are applied to maximise healthy development of both the parent and the new plant.
4 Modify the plant environment to sustain basic growth requirements.	4.1 Specified environmental maintenance programmes are followed.
	4.2 Changing environmental factors are recognised and action is taken to maximise healthy plant development.

(2) AN EXAMPLE OF ELEMENTS AND PERFORMANCE CRITERIA IN A UNIT STANDARD IN JOURNALISM

Title: **Journalism:** Write background and analytical news stories which demonstrate personal style

Elements	Performance criteria
1 Analyse successful and unsuccessful writing of background and analytical news stories.	1.1 Varieties of styles and structures are identified according to their intended purpose.
	1.2 Inconsistencies, errors and weaknesses are identified and examples are produced which resolve the identified problems.
2 Gather information.	2.1 Working relationships are maintained with external news sources and contacts.
	2.2 Information is checked against other sources to establish authenticity.
	2.3 Enquiries are initiated which develop the original information.
3 Write a variety of background and analytical news stories.	3.1 Structure demonstrates use of personal style and the ability to depart from standard format.
	3.2 The story retains the target reader's interest until end of article.
	3.3 Complex issues are explained so that comprehension is maintained by lay reader throughout article.
	3.4 Specialist language and jargon are re-interpreted for a target audience.
	3.5 Statistics where applied support and highlight the intent.
	3.6 Information is accurately reported and set in context.
	3.7 Story, style, language and structure serve the assignment and publications purpose.

(3) AN EXAMPLE OF ELEMENTS AND PERFORMANCE CRITERIA IN A CORE GENERIC UNIT STANDARD

Title: **Core Generic:** Maintain Physical Fitness

Elements	Performance criteria
1 Assess physical fitness level.	1.1 A pre-activity health clearance is obtained by responding to a medical questionnaire or by gaining a medical clearance.
	1.2 Cardio-respiratory physical condition measured.
	1.3 Flexibility condition measured.
	1.4 Strength condition measured.
	1.5 Aerobic (endurance) condition measured.
2 Produce exercise plan.	2.1 Goals are set specifically to achieve defined levels of cardio-respiratory efficiency, flexibility, strength and aerobic endurance.
	2.2 Plan enables progress to be monitored.
	2.3 Direction and structure are personally achievable within available resources of time, equipment, cost and location.
	2.4 Plan is motivating for building on personal interests and personal life goals.
	2.5 Plan addresses exercise pitfalls. *[Range: preventing injury (technique, equipment, warming up and cooling down, gradual progression, "listening" to the body), overtraining, avoiding boredom.]*
3 Implement the plan.	3.1 Progress is made which is observable and measurable against planned outcomes and/or goals.

(4) AN EXAMPLE OF A GENERIC UNIT STANDARD AT LEVEL 8

Information specific to registration on the New Zealand National Qualifications Framework

Title
***e.g.* Core generic:** complete an original thesis

Number
Sequential
e.g. 5522141

Level
On the National Qualifications Framework - e.g. 8

Credit
Credit value of the unit - e.g. 120

Final date for comment
The date by which comments on the unit standard should be received. Such comments will be taken into account when the unit standard is reviewed - e.g. 31 December 1994

Expiry date
The date on which the registration of the unit standard expires - e.g. 31 December 1995

Purpose
The place of the unit in the National Qualifications Framework
e.g. This unit is generic and applies to all degrees awarded in terms of the published criteria of the New Zealand Qualifications Authority

Entry information
Pre-requisites and co-requisites

Accreditation option
Specifies which option will be employed in accrediting this unit
e.g. Panel visit

Moderation option
Specifies which moderation option will be employed with this unit
e.g. External examiner

Special notes
Any notes that are important for the delivery of the unit standard that cannot be included in the elements, performance criteria or range notes.

Elements	Performance criteria
1 Complete an original paper on a researched topic suitable for publication and acceptable to the academic community.	1.1 Style and layout of the paper are that of an academic thesis within the chosen discipline and of the standard specified for inclusion in a university library *(Range notes: grammar, spelling, vocabulary, layout, abstract, acknowledgments, quotations, annotations, diagrams, tables, charts, bibliography, table of contents).*
	1.2 Word-length of the paper meets institutional requirements.
	1.3 There has been continuous consultation with supervisor(s) during the research and writing of the paper, with sufficient acceptance of critical comment to ensure academic rigour but without diminution of original scholarship.
	1.4 The work can be verified as being original and unique and has no significant overlap with work already published.
	1.5 Methodology and content are compatible with the requirements of the discipline.
	1.6 The work is accepted by academics in the discipline as being of a standard fit for publication, and in accordance with institutional requirements.

APPENDIX TWO

LEVELS DEFINITIONS

Introduction

The following levels definitions are derived from those produced under contract by the New Zealand Council for Educational Research, from an original concept developed by the Qualifications Authority as a result of the National Qualifications Framework consultation.

They are designed for *profiling*, that is, for matching unit standards to the Qualifications Framework on a 'best fit' basis. The level at which there is the greatest correspondence between the outcomes of the unit and the criteria listed below is the level at which the unit should be presented to be assessed for registration on the national Framework database. It must be emphasised that the criteria are not universally applicable and have been provided for guidance only. The appropriate level will be determined finally by negotiation between the relevant national standards body and the Qualifications Authority.

Potential users of the definitions should appreciate that the level descriptions will be modified in the light of practice and further research, but that such changes will have minimum impact on units and qualifications already registered. The Authority is undertaking national and trans-Tasman research to facilitate a common New Zealand-Australia qualifications structure. Broader international developments and accords are also likely to affect these definitions.

General definitions

Level 1 *Units completed at this level are a foundation for subsequent education and training, on-job or off-job, which in turn leads to certificated qualifications.*

Level 2 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for semi-skilled occupations.*

Level 3 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for sub-crafts or sub-trades.*

Level 4 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for skilled crafts or trades.*

Level 5 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for advanced craft or technical occupations.*

Level 6 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for senior technical, para-professional and technological occupations.*

Level 7 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications equivalent to first degree for academic, professional and managerial occupations.*

Level 8 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for higher academic, professional and managerial occupations.*

Detailed definitions

Level 1 *Units completed at this level lead to subsequent education and training, on-job or off-job, which leads to certificated qualifications*

1	Process engaged in	Repetitive and predictable
2	Nature of job tasks	Basic, routine, simple tasks
3	Range of predictability	Fully routine and predictable
4	Instructions received	Follows simple direct instructions
5	Degree of cognitive skill	Limited and basic knowledge
6	Degree of psycho-motor skill	Basic practical skills only
7	Degree of communication skill	Basic interpersonal language fluency
8	Degree of external supervision/ autonomy	Close supervision
9	Job role responsibility	Basic work orientation
10	Co-worker responsibility role	Respects social roles of work
11	Supervisory/Managerial role	None
12	Financial control	No financial control
13	Vocational description	Labourer, basic service worker
14	Training for occupation	Work-place, school or other provider
15	Standard qualification	National Certificate/some School Certificate subjects
16	Educational level or equivalent	Secondary School Years 2/3 or their equivalent at polytechnic, college, or other post-school provider.

Level 2 ***Units completed at this level lead to further education and training at higher levels and to certificated qualifications for semi-skilled occupations.***

1	**Process engaged in**	Predictable with variation
2	**Nature of job tasks**	Semi-routine directed tasks
3	**Range of predictability**	Small range of variety
4	**Instructions received**	Follows generalised instructions
5	**Degree of cognitive skill**	Basic theoretical knowledge and understanding of process
6	**Degree of psycho-motor skill**	Well developed practical skills
7	**Degree of communication skill**	Well-developed interpersonal understanding
8	**Degree of external supervision/ autonomy**	General supervision
9	**Job role responsibility**	Some individual discretion
10	**Co-worker responsibility role**	Works with others, co-operation
11	**Supervisory/Managerial role**	None
12	**Financial control**	No financial control
13	**Vocational description**	Advanced service worker
14	**Training for occupation**	Vocational/general
15	**Standard qualification**	National Certificate/some School Certificate and Sixth Form Certificate* subjects
16	**Educational level or equivalent**	Secondary School Years 3/4 or their equivalent at polytechnic, college, or other post-school provider.

* *This award will be replaced by the National Certificate*

Level 3 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for sub-crafts or sub-trades.*

1	Process engaged in	Predictable with variation
2	Nature of job tasks	Common tasks with some complexity
3	Range of predictability	Small range of variety
4	Instructions received	Completes programme under general supervision
5	Degree of cognitive skill	Theoretical knowledge and understanding
6	Degree of psycho-motor skill	Well developed practical skills
7	Degree of communication skill	Basic written, good reading
8	Degree of external supervision/ autonomy	Little supervision
9	Job role responsibility	Significant individual responsibility
10	Co-worker responsibility role	Works with others, many contacts, effective networking
11	Supervisory/Managerial role	None
12	Financial control	No financial control except award
13	Vocational description	Apprentice or sub-crafts/trades
14	Training for occupation	Vocational/general
15	Standard qualification	National Certificate/some Sixth Form Certificate* and most University Bursaries subjects
16	Educational level or equivalent	Secondary School Years 4/5 or their equivalent at polytechnic, college, or other post-school provider.

* *This award will be replaced by the National Certificate*

Level 4 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for skilled crafts or trades.*

1	Process engaged in	Planning included
2	Nature of job tasks	Complex non-routine tasks
3	Range of predictability	Broad range of variety
4	Instructions received	Implements and completes programme without direct supervision
5	Degree of cognitive skill	Substantial application of knowledge and understanding to new areas
6	Degree of psycho-motor skill	Substantial use of practical skills
7	Degree of communication skill	Basic written, good reading
8	Degree of external supervision/ autonomy	Self-directed
9	Job role responsibility	Full responsibility for individual quality standards
10	Co-worker responsibility role	Works with others, some supervisory role
11	Supervisory/Managerial role	Some supervision of others
12	Financial control	Control of amount of quality of output
13	Vocational description	Skilled crafts/trades
14	Training for occupation	Vocational
15	Standard qualification	National Certificate/Entrance Scholarships (Trades Certificate*)
16	Educational level or equivalent	Elementary 100-level units or their equivalent at polytechnic, college, other post-school provider, or university

* *This award will be replaced by the National Certificate*

Level 5 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for advanced craft or technical occupations.*

1	Process engaged in	Prioritise, plan and design
2	Nature of job tasks	Specialist planning and design
3	Range of predictability	Broad range of variety
4	Instructions received	Implements and completes programme without direct supervision
5	Degree of cognitive skill	Advanced technical, theoretical and applied knowledge and understanding
6	Degree of psycho-motor skill	Advanced technical skills
7	Degree of communication skill	Good written, substantial reading
8	Degree of external supervision/ autonomy	Self-directed
9	Job role responsibility	Full responsibility for individual quality standards
10	Co-worker responsibility role	Guides the work of others, supervisory role
11	Supervisory/Managerial role	Limited to moderate supervisory role
12	Financial control	Control of budget and expenditure on equipment/supplies
13	Vocational description	Master craftsperson, advanced trades, technician, administrator
14	Training for occupation	Vocational
15	Standard qualification	National Diploma (Advanced Trades Certificate*)/ (Technician Certificate*)
16	Educational level or equivalent	100-level units or their equivalent at school, polytechnic, college, other post-school provider, or university

* *These awards will be replaced by the National Certificate*

Level 6 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for senior technical, para-professional and technological occupations.*

1	Process engaged in	Creative planning, design, development, advisory
2	Nature of job tasks	Creative planning and design
3	Range of predictability	Normally wide and unpredictable
4	Instructions received	Implements and completes programme without direct supervision
5	Degree of cognitive skill	High degree of theoretical and applied knowledge and understanding with ability to analyse and evaluate
6	Degree of psycho-motor skill	N/A
7	Degree of communication skill	Substantial written and reading skills for documenting, detailing, editing
8	Degree of external supervision/ autonomy	Autonomous
9	Job role responsibility	Full responsibility for individual quality standards
10	Co-worker responsibility role	Plans the activities of others, administrative
11	Supervisory/Managerial role	Significant supervisory role
12	Financial control	Major control of budget items and priorities
13	Vocational description	Senior technician, administrator, para-professional, or technologist
14	Training for occupation	Vocational
15	Standard qualification	National Diploma (Diploma*)
16	Educational level or equivalent	200-level units or their equivalent at polytechnic, college, other post-school provider, or university

* *These awards will be replaced by the National Diploma*

Level 7 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications equivalent to first degree for academic, professional and managerial occupations.*

1	Process engaged in	Conceptualise, design, create, plan, control, manage
2	Nature of job tasks	Creative planning and design
3	Range of predictability	Normally wide and unpredictable
4	Instructions received	Implements and completes programme without direct supervision
5	Degree of cognitive skill	High degree of theoretical and applied knowledge, with additional specialist body of knowledge
6	Degree of psycho-motor skill	N/A
7	Degree of communication skill	Substantial speaking, writing and reading skills for analysing and evaluation
8	Degree of external supervision/ autonomy	Professional discipline
9	Job role responsibility	Significant responsibility for resources
10	Co-worker responsibility role	Significant responsibility for the work of others
11	Supervisory/Managerial role	Managerial
12	Financial control	Direct control over hiring, promotions and payment of others, contracts
13	Vocational description	Manager, professional, scientist
14	Training for occupation	Formal education
15	Standard qualification	Degree/National Diploma
16	Educational level or equivalent	300-level units or their equivalent at polytechnic, college, other post-school provider, or university

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Level 8 *Units completed at this level lead to further education and training at higher levels and to certificated qualifications for higher academic, professional and managerial occupations.*

1	Process engaged in	Pure and applied research
2	Nature of job tasks	Creative planning and design
3	Range of predictability	Normally wide and unpredictable
4	Instructions received	Implements and completes programme without direct supervision
5	Degree of cognitive skill	High degree of theoretical and applied knowledge, with additional specialist body of knowledge
6	Degree of psycho-motor skill	N/A
7	Degree of communication skill	Excellent speaking and writing skills for creating, synthesising, evaluating and persuading
8	Degree of external supervision/ autonomy	Professional discipline
9	Job role responsibility	Full accountability for output of others
10	Co-worker responsibility role	Full management responsibility for work of others
11	Supervisory/Managerial role	High level senior managerial
12	Financial control	Full control over all allocation of resources for contracts and business
13	Vocational description	Senior professional person
14	Training for occupation	Formal education
15	Standard qualification	Higher degree/post-graduate research/ publications
16	Educational level or equivalent	Honours and post-graduate degrees, diplomas and certificates

APPENDIX THREE

DETERMINING UNIT CREDIT

1 Every registered unit will carry a credit rating of between 1 and 120 representing the contribution of the unit to the equivalent of a full-time, full-year programme.

Thus 120 credits represents the normal outcomes or educational gain for a student undertaking a full-time, full-year course in a typical state institution. Students or trainees in longer labour market programmes such as the Training Opportunities Programme, or undertaking "Summer Term" study may well earn more than 120 credits in a calendar year. The 120 credit total is based around a typical full-time student devoting around 1200 hours to teacher-directed learning in an academic year. This might include attendance at classes, participating in tutorials, carrying out experiments, practicals and/or projects, studying at home, reading in the library, watching videos, listening to audio tapes, attending seminars, etc.

2 At present this credit currency is to be applied to National Certificates and National Diplomas only.

A working group has been established with the New Zealand Vice Chancellors' Committee to address credit issues in degree education and to link back to the approach now being adopted for National Certificates and National Diplomas.

3 There is no fixed unit size, units being made up of coherent sets of outcomes.

In some cases qualifications may be obtained by achieving the outcomes of a closely specified range of units. In others, regulations for qualifications may allow a flexible accumulation of units and credits. User groups will determine arrangements that best suit their needs.

4 Both recognition of prior learning and credit transfer among providers are facilitated by having a common credit currency.

The Qualifications Authority will be developing guidelines and establishing procedures for facilitating both recognition of prior learning and credit transfer.

APPENDIX FOUR

REGULATIONS FOR THE NAMING AND ISSUING OF NATIONALLY REGISTERED QUALIFICATIONS

1 NATIONAL CERTIFICATE

1.1 The qualifications title *National Certificate* is a reserved title for qualifications registered at Levels 1 - 4 of the National Qualifications Framework.

1.2 *National Certificate* titles are registered on the National Qualifications Framework. No variation on the registered title is permitted.

1.3 Except with the agreement of the Authority, *National Certificate* titles may be worded only as follows:

*National Certificate in (sub-field) (domain)**

1.4 A *level* component is optional and may follow the title.

1.5 The *level* to which a *National Certificate* is assigned is determined from the overall credit value of its units. This must total 40 *at or above* the registered *level* of the Certificate. The minimum credit total for a National Certificate is 40 credits.

1.6 The *sub-field* component is expected to be brief and to reflect accurately the nature of the qualification. Examples are *Performing Arts, Office Systems, Horticulture, Dietetics.*

1.7 An optional modifier may be attached to the name of the sub-field to indicate a specialist aspect of the qualifications, as in *National Certificate in Horticulture (Viticulture).* As a general principle the Qualifications Authority wishes to encourage generic rather than narrowly specific qualifications.

1.8 National Certificates will be issued by the Authority. They will be sequentially numbered and permanently recorded in the national database.

National Certificates will include the logo of the Qualifications Authority and the signature of the Chief Executive Officer.

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* *Refer to the* NZQA Classification for Unit Standards and National Qualifications *for a complete list of fields and sub-fields*

National Certificates may also include the logos and signatures of representatives of national standards bodies and of the provider.

1.9 At least six months before the date when the *National Certificate* must be reviewed, the Authority will advertise that fact in the *QA News* and in such other publications as it may determine.

1.10 Regulations may remain in force concerning those individuals already engaged in a relevant programme of learning who would be disadvantaged by a change in the composition of the qualification.

2 NATIONAL DIPLOMA

2.1 The qualifications title *National Diploma* is a reserved title for qualifications registered at Levels 5 - 7 of the National Qualifications Framework.

2.2 *National Diploma* titles are registered on the National Qualifications Framework. No variation on the registered title is permitted.

2.3 Except with the agreement of the Authority, *National Diploma* titles may be worded only as follows:

*National Diploma in (sub-field)(domain)**

2.4 A *level* component is optional and may follow the title.

2.5 The *level* to which a *National Diploma* is assigned is determined from the overall credit value of its units. This must total 80 *at or above* the *level* included in the registered level of the Diploma. The minimum credit total for a National Diploma is 120 credits.

2.6 The *sub-field* must indicate clearly the nature of the qualification and should refer directly to the academic or occupational area for which it qualifies the holder. The Authority will encourage the use of standardised nomenclature.

2.7 An optional modifier may be attached to the name of the sub-field to indicate a specialist aspect of the qualifications, as in *National Diploma in Horticulture (Viticulture)*.

* *Refer to the* NZQA Classification for Unit Standards and National Qualifications *for a complete list of fields and sub-fields*

2.8 National Diplomas will be issued by the Authority. They will be sequentially numbered and permanently recorded in the national database.

National Diplomas will include the logo of the Qualifications Authority and the signature of the Chief Executive Officer. National Diplomas may also include the logos and signatures of representatives of national standards bodies and the provider.

2.9 At least six months before the date when the *National Diploma* must be reviewed, the Authority will advertise that fact in the *QA News* and in such other publications as it may determine.

2.10 Regulations may remain in force concerning those individuals already engaged in a relevant programme of learning who would be disadvantaged by a change in the composition of the qualification.

APPENDIX FIVE

NZQA CLASSIFICATION FOR UNIT STANDARDS AND NATIONAL QUALIFICATIONS

The Qualifications Authority needs a standard classification for terms used in connection with units and qualifications for a number of reasons.

- It identifies areas of learning in relation to unit standards developed by industrial training organisations and national standards bodies.
- It provides a list of standard terms for use in naming units and qualifications.
- It assists the Authority, when units and qualifications are being registered, to detect overlaps and duplications.
- It enables learners and providers to identify potential teaching and learning areas and to obtain specifications for units and qualifications from the national Framework catalogue.

This is an initial attempt to provide a comprehensive classification system. It integrates the full range of general education subject disciplines with career education and training. *It is not intended to determine where national standards bodies fit into industrial or professional groupings.* It is recognised that the classification will be modified following identification by interest groups of omissions and anomalies.

Learning areas have been organised into:

- fields
- sub-fields, defining names for qualifications
- domains, defining prefixes for unit titles

These take into account New Zealand and international classification systems. The underpinning structure is aligned with the ISCED international classification used for UNESCO and OECD analyses, and reference is also made to the New Zealand Standard Classifications for Industry and Occupations.

Definitions

The following tables encompass education and training as follows:

- as 16 **fields**, identified by letters and each covering the broadest of topical areas: e.g. **Agriculture, Forestry and Fisheries**

- within each field, **sub-fields**, which correspond with generally recognised subject or vocational nomenclature: e.g. **Horticulture**

- within each field, **domains**, indicating more specialised topics within subject or vocational classifications: e.g. **greenkeeping**

Naming of qualifications

By **name of qualification**[1] **(in) sub-field**[2] **(domain)**[3] as in *National Certificate*[1] *in Horticulture*[2] *(Greenkeeping)*[3]

Naming of units

By **domain**[3]**: title**[4] as in *Greenkeeping*[3]*: propagate grass by standard methods*[4]

FIELDS

A MAORI

B HUMANITIES

C SOCIAL SCIENCES

D SCIENCES

E ARTS AND CRAFTS

F COMPUTING

G BUSINESS AND FINANCIAL SERVICES

H AGRICULTURE, FORESTRY AND FISHERIES

I COMMUNITY AND SOCIAL SERVICES

J EDUCATION

K HEALTH

L LAW AND SECURITY

M SERVICE SECTOR

N MANUFACTURING

O ENGINEERING AND TECHNOLOGY

P PLANNING AND CONSTRUCTION

SUB-FIELDS

Sub-field names are annotated with the names of sub-fields from the ISCED classification. They are for use in naming qualifications, as in the example at the beginning of this section.

(A) MAORI

SUB–FIELD	ISCED
Core – Maori studies	3010 Maori Culture
Raranga	
Te Reo me ona Tikanga	
Whakairo	

(B) HUMANITIES

SUB–FIELD	ISCED
Core – General Studies	
Archaeology	2261 Archaeology
Community languages *(by name)*	2215 'Living' foreign languages
English	2213 English language/literature
Geography	2252 Geography
History	2251 History
International languages *(by name)*	2215 'Living' foreign languages
	2221 'Dead' foreign languages
Linguistics	
Literature studies	2241 Literature
Philosophy	2271 Philosophy
Religion and theology	2610 Religious studies, 2620 Theology
Christian ministries	2610 Religious studies, 2620 Theology
Women's studies	

(C) SOCIAL SCIENCES

SUB–FIELD	ISCED
Core – Social Sciences, Communication skills, Life skills	
Anthropology	3042 Anthropology
Communication skills	3053 Communication skills
Economics	3012 Economics
Political science	3022 Political science
Psychology	3052 Psychology
Sociology	3032 Sociology
Transition studies	0821 Functional literacy
	3060 Life skills
	4620 Remedial mathematics

(D) SCIENCES

SUB–FIELD	ISCED
Core – General Science	4270 General science
Anatomy	
Astronomy	4242 Astronomy
Biochemistry	
Biology	4202 Biology
Botany	
Chemistry	4212 Chemistry
Environmental science	
Geology	4222 Geology
Laboratory technology	
Mathematics	4601 General Mathematics
	4621 Actuarial science
	4639 Advanced mathematics
Meteorology	4253 Meteorology
Microbiology	
Oceanography	4262 Oceanography
Pharmacology	
Physics	4232 Physics

Physiology	
Statistics	4611 Statistics
Zoology	

(E) ARTS AND CRAFTS

SUB-FIELD	ISCED
Core – Arts and crafts, Performing arts	1801 General arts and crafts
Art history	1802 History and philosophy of art
Ceramics	1814 Pottery, ceramics
Design	1810 Visual and graphic design
Fashion design	
Handicrafts	1812 Handicrafts
	1813 Floral art
Interior design	1852 Interior design
Jewellery	1816 Jewellery
Leathercraft	1815 Leather crafts
Media studies	1842 Photography, video, camera
Music	1822 Music, singing
Performing arts	1832 Drama and dance
Photography	1842 Photography, video, camera
Sculpture	1808 Sculpture
Visual arts and crafts	1804 Drawing and painting

(F) COMPUTING

SUB-FIELD	ISCED
Core – Computer studies	4820 Computer awareness
Computer management	4824 Computer operation
Computer programming	4826 Computer programming, systems analysis
Computer science	4822 Computer software
Data processing	3426 Business computing
Information technology	4824 Computer operation
Systems analysis and design	4826 Computer programming, systems analysis

(G) BUSINESS AND FINANCIAL SERVICES

SUB–FIELD	ISCED
Core – Business studies, Office systems	3401 General commercial
Accounting	3432 Accountancy
Banking	3432 Accountancy
	3436 Financial management and investment
Business administration	3462 Administration
Financial management	3436 Financial management and investment
Human resource management	3462 Administration
Import and export services	3462 Administration
Information management	3462 Administration
Insurance	3436 Financial Management and investment
Management	3462 Administration
	3436 Financial management and i nvestment
Marketing	3434 Administration, marketing, sales
Office systems	3402 Typing/word processing
	3404 Shorthand typing/word processing
	3408 Clerical, clerical typing
	3422 Business machines
	3428 Secretarial
	3430 Reception
Property management	3436 Financial management and investment
Public relations	8407 Public relations
Real estate	3436 Financial management and investment
Valuation	3436 Financial management and investment

(H) AGRICULTURE, FORESTRY AND FISHERIES

SUB-FIELD	ISCED
Core – Land skills	6201 General agricultural
Animal care	6232 Animal health
Conservation	6226 Soil and water
Farming	6203 Animal husbandry
	6208 Crop husbandry
	6212 Agricultural economics
Fisheries	6272 Fishery
Forestry	6262 Forestry and forest products
Horticulture	6206 Horticulture
Parks and wildlife management	4202 Biology
	6206 Horticulture
	6226 Soil and water etc
Pest control	6201 General agriculture
Veterinary science	6232 Animal science
Viticulture	6206 Horticulture
Wood technology	6262 Forestry and forest products

(I) COMMUNITY AND SOCIAL SERVICES

SUB-FIELD	ISCED
Core – Community service, Media skills, Recreation	
Archival Studies	8425 Galleries, museums and archives
Care of the elderly	
Community services	3054 Community
Counselling	
Disability care	
Fitness and Recreation	9002 Team sports
	9004 Individual sports
	9006 Sedentary games
	9008 Keep fit, health
	9010 Outdoor recreation
Gallery and museum technology	8425 Galleries, museums and archives

Home care	6608 Cooking, food preservation and nutrition
	6622 Child care
	6624 Family well being
	6630 Household management etc
Journalism	8402 Journalism
	8404 Radio and television broadcasting
Library studies	8422 Library
Rest home care	
Social work	8932 Social welfare

(J) EDUCATION

SUB–FIELD	ISCED
Core – Education	1401 General programmes in education science
Community education	1416 Adult education
Curriculum development	1401 General programmes in education science
Educational policy and administration	1401 General programmes in education science
Teaching (early childhood /primary/secondary/adult /special education/etc)	1404 Non–vocational teacher training
	1422 Special education teacher training
	1442 Secondary teacher training
	1412 Early childhood teacher training
Trainer education	1408 Vocational teacher training

(K) HEALTH

SUB–FIELD	ISCED
Core – Health science	5070 General health
Dental services	5042 Dental
First aid	5018 Para–medical
Health administration	3462 Administration

Medicine and surgery	5006 Medicine and surgery
Medical laboratory technology	5030 Medical technology
Midwifery	5015 Midwifery
Natural health and healing	5007 Natural healing and health
Nursing	5012 Nursing
Occupational therapy	5008 Occupational therapy and physiotherapy
Optometry	5062 Optometry
Pharmacy	5052 Pharmacy
Physiotherapy	5040 Physiotherapy
Podiatry	5024 Podiatry
Public Health	5002 Public health
Radiography	5017 Radiography

(L) LAW AND SECURITY

SUB–FIELD	ISCED
Core – Legal studies	3801 General law
Commercial law	3810 Commercial law
Correctional services	8912 Police and security work
Criminology	8913 Criminology
Defence studies	8919 Civil security and military
Family law	3812 Family law
General law	3801 General law
Justice administration	3462 Administration
Law enforcement	8912 Police and security work
Security	8912 Police and security work

(M) SERVICE SECTOR

SUB–FIELD	ISCED
Core – Service sector skills	
Accommodation services	7822 Hotel and restaurant trades
Beauty therapy	7812 Hairdressing and beauty trades
Catering	7822 Hotel and restaurant trades

Cleaning	
Cookery	7822 Hotel and restaurant trades
Distribution and storage	
Driving	7008 Road vehicle operations
Flying	7002 Aircrew
Food and beverage service	7822 Hotel and restaurant trades
Guide services	7874 Tourism and hospitality trades
Hairdressing	7812 Hairdressing and beauty trades
Hotel management	7822 Hotel and restaurant trades
Journalism	8402 Journalism
	8404 Radio and television broadcasting
Navigation and seamanship	7004 Sailors
Retail sales	7862 Retailing trades
Transport studies	7006 Railway operations
	7008 Road vehicle operations
Travel	7874 Tourism and hospitality trades
Tourism	7874 Tourism and hospitality trades

(N) MANUFACTURING

SUB–FIELD	ISCED
Core – Trade skills	
Baking	5212 Food processing trades
Boatbuilding	6639 Boatbuilding
Butchery	5212 Food processing trades
Clothing manufacture	5276 Clothing and related
Food processing	5212 Food processing trades
Furniture manufacture	
Glass manufacture	5286 Glass trades
Leather manufacture	5272 Leather
Metal manufacture	5232 Metal trades
Outdoor furniture and equipment	
Plastic manufacture	
Printing	5278 Graphic arts and printing
Pulp and paper making	

Rubber manufacture	
Textile manufacture	5274 Textile
Wood manufacture	1854 Furniture restoration, wood turning, woodcarving
	5262 Woodworking trades

(O) ENGINEERING AND TECHNOLOGY

SUB–FIELD	ISCED
Core – Trade skills	
Aeronautical engineering	5444 Aeronautical
Automotive engineering	5442 Mechanical
Chemical engineering	5412 Chemical
	5284 Laboratory
Civil engineering	5416 Civil
Computer aided design (CAD)	5406 Drafting and design
Computer aided manufacturing (CAM)	5266 Industrial design
Electrical engineering	5422 Electrical
	5222 Electrical trades
Electronics	5423 Electronics
	5222 Electronic trades
Engineering drafting	5406 Drafting and design
Gas production and distribution	5426 Industrial
Heating, ventilation, air conditioning and refrigeration	5464 Heating, ventilation
	5264 Heating, air conditioning and refrigeration
Industrial design	5266 Industrial design
Industrial engineering	5426 Industrial
Marine engineering	5442 Mechanical
Mechanical engineering	5442 Mechanical
	5242 Mechanical and mechanical repair / 5242 Mechanical and mechanical repair / 5452 Agriculture, forestry, fisheries
Mining	5436 Mining
Petroleum and natural gas production	5426 Industrial

Telecommunications	7010 Telecommunications
Vehicle manufacture and body repair	5442 Mechanical / 5242 Mechanical and mechanical repair
Water and waste water management	5416 Civil

(P) PLANNING AND CONSTRUCTION

SUB–FIELD	ISCED
Core – Trade Skills	
Architecture	5802 Architecture
Building	5216 Building trades
Carpentry	5216 Building trades
Construction trades (may be specified)	5216 Building trades
Environmental design	5802 Architecture
Joinery	5216 Building trades
Landscape architecture	5812 Landscape architecture
Painting and decorating	5218 Painting and decorating
Plumbing, gas–fitting and drain–laying	5216 Building trades
Quantity surveying	5408 Quantity surveying
Surveying	5402 Surveying
Urban and regional planning	5822 Town planning

DOMAINS

Domain names are for use in identifying units, as in the example on Page 1

NOTE: Besides those listed below, vocational unit standards may be identified by domain names derived from the *New Zealand Standard Classification of Occupations.*

A

accounting **G**
acting **E Performing arts** (use *drama*)
actuarial studies **D Mathematics**
administration (education) **J Educational policy and administration** (use *education administration*)
administration (general) **G Business administration**
administration (health) **G Business administration**(use *health administration*)
administration (justice)**G Business administration**(use *justice administration*)
advertising **G Marketing**
agribusiness **H Farming**
agricultural management **H Farming**
agriculture **H Farming**
air conditioning **O Heating, ventilation and air-conditioning**
aircraft engineering **O Aeronautical engineering**
anatomy **D/K Medicine and surgery**
animal care **H Farming, Veterinary science, Animal care**
animal health inspection **H Veterinary science**
animal husbandry **H Farming**
animal studies **D Zoology/H Veterinary science, Animal care**
animation **E Media studies**
anthropology **C**
apiculture **H Farming**
archaeology **B**
architectural drafting **P Architecture**
architecture **P**
archival studies **I**
area and ethnic studies **C Anthropology**
art **E specify**
art conservation **I Archival studies**
art history **E**
arts (humanities/social sciences) **B, C**
audiology **K Health science**
automotive engineering **O Automotive engineering**
automotive trades **O Vehicle trades**

B

baking **M**
banking **G**
beauty therapy **M**
beekeeping **H Farming**
biochemistry **D**
biology **D**
bookbinding **N Printing**
botany **D**
bricklaying **P Construction trades etc**
building **P**
building regulations **P Architecture, Building**
business studies **G**
butchering **M Butchery/N Food processing**

C

cabinet-making **P Joinery**
canvas fabrication **N Outdoor furniture and equipment**
career education (not teacher training) **C Transition studies**
career education teaching **J Teaching (secondary)**
carpentry and joinery **P Carpentry, Joinery**
carpentry **P**

carpeting **N Textile manufacture/ M Retail sales**
cartography **P Surveying**
casting (metal) **N Metal manufacture**
catering **M**
ceramics (industrial) **N Glass manufacture**
chemicals **O Chemical engineering etc**
chemistry **D**
child care (home) **I Family care**
child care (teaching) **J Teaching (early childhood)**
choreography **E Performing arts**
civil engineering **O Civil engineering**
clothing **N Clothing manufacture**
coach building/painting **O Vehicle trades**
coal mining **O Mining**
communications (human relations) **C Communication skills**
communications (journalism, etc) **I Journalism**
communications techniques (marketing) **G Marketing, Public relations**
communications technology **O Telecommunications**
community education **J**
community services **I Social work**
computer engineering **O Electronics**
computer languages **F Computer science**
computer science **F**
computer-aided design and manufacturing **O Industrial design, CAM**
computing **F Computer programming etc**
conservation **H**
cooking **M Cookery**
core generic **Not specifically attached to any field or sub-field - do not confuse with *Transition studies***
correctional services **L**
counselling **C**
craft **E specify**
criminology **L**
curriculum development **J**
customer service **G Marketing/M Service sector skills, Retail sales etc**

D

dairy technology **N Food processing**
dance **E Performing arts**
data processing **F Computer studies**
decoration (building) **P Architecture, Painting and decorating**
defence studies **L**
dental services **K**
dietetics **K Health science**
directing (film and TV) **E Media studies**
disabled, care of **K Public health**
distribution (marketing) **G Marketing**
distribution and storage **M**
drafting (architectural) **P Architecture**
drafting (engineering) **O Engineering drafting**
drafting (surveying) **P Surveying**
draining **P Construction trades**
drama **E Performing arts**
dressmaking **N Clothing manufacture**
driving **M**

E

earth science **B Geography/D Geology**
ecology **D Environmental science/ H Conservation**
economics **C**
education **J**
educational administration **J Educational policy and administration**
educational counselling **J Educational policy and administration**
educational policy and administration **J**
educational policy **J Educational policy and administration**
electrical engineering **O Electrical engineering**
electrical trades **O Electrical engineering etc**
electricity production and distribution **O Electrical engineering**
electronics **O Electronics**
embroidery **E Handicrafts**
engineering drafting **O**
engineering **O**

English as a second language **C Communication skills**
English language **B English**
English literature **B Literature studies**
environmental engineering **O Civil engineering**
environmental health **K Public health**
environmental science **D**
ergonomics **O Industrial design**
estimating (building) **P Quantity surveying**
ethics **B Philosophy**
ethnic studies **C Anthropology**
export and import **G Import and export services**

F

family care **I**
farm management **H Farming**
farming **H**
fashion design **N Clothing manufacture**
filing **G Office systems/I Archival studies**
film and television **E Media studies**
finance **G Financial management**
fine arts **E Visual arts and crafts**
first aid **K First aid**
fishing and fisheries **H Fisheries**
fitness and recreation **I Fitness and recreation**
fitting and turning **O Mechanical engineering etc**
floor and wall tiling **P Construction trades**
fluid dynamics **D Physics**
flying **M**
food and drink preparation and service **M Food and beverage service**
food and nutrition **K Health science**
food processing **N**
food technology **N Food processing**
footwear **N Leather manufacture**
forestry **H**
foundry work **N Metal manufacture**
furniture construction **N Wood manufacture**
furniture polishing **N Wood manufacture**
furniture removal **M Distribution and storage**

G

general studies **B**
geography **B**
geology **D**
geophysics **D Physics**
glass fabrication **N Glass manufacture**
glazing **P Construction trades**
gold and silver smithing **E Jewellery**
government **C Political science**
graphic arts and design **E Design**
graphic arts **E Visual arts and crafts**
graphic design **E Design**
graphic reproduction (printing) **N Printing**
greenkeeping **H Horticulture**

H

hairdressing **M**
health administration **G Business administration**
health education **K Public health**
health educator training **J Teaching (tertiary)**
health **K Health science**
health inspection (animal) **H Veterinary science, Animal care**
heating, air-conditioning **O Heating, ventilation and air conditioning**
history **B**
history of art **E Art history**
home economics **I Family care**
home management **I Family care**
horticulture **H**
hotel management **M**
human movement **D Physiology**
human resources management **G Management**
humanities **B General studies or specify**

I

import and export **G**
industrial ceramics **N Glass manufacture**
industrial design **O**
industrial relations **G Management**
information systems **G Information management**

information technology **F**
insurance **G**
interior decoration **E Interior design/ P Painting and decorating**
interior design **E**
interpersonal relationships **C Communication skills**
interpreting and translation **B Community languages, International languages**
investment **G Financial management**

J

jewellery **E**
joinery **P**
journalism **I**
justice administration **G Business administration**

K

kohanga reo **A Te Reo me ona Tikanga/ J Teaching (early childhood)**

L

laboratory technology **K Medical laboratory technology**
land use **H Farming etc/P Urban and regional planning**
landscape architecture **P**
landscape gardening **H Horticulture**
languages **B Community languages, International languages**
lapidary **E Jewellery**
law **L Various**
law enforcement **L Law enforcement**
leather goods **N Leather manufacture**
legal practice **L Various**
legal studies **L Various**
leisure and recreation **I Fitness and recreation**
library studies **I**
life sciences **D specify**
life skills **C Transition studies**
lighting design **O Industrial design/ P Construction trades**
linguistics **B**
literacy **B Transition studies**
literary studies **B Literature studies**

M

management (agriculture, etc) **H Farming**
management (general) **G**
management (home) **I Family care**
management (hotels, etc) **M Hotel management**
management (human resources) **G Management**
management (parks and wildlife) **H Conservation**
manufacturing and processing **N specify**
Maori architecture **P Architecture**
Maori fishing **H Fisheries**
Maori forestry **H Forestry**
Maori medicine **K Natural health and healing**
Maori tourism **M Tourism**
marine architecture **O Industrial design**
marketing **G**
materials science **D Physics/ O Industrial design**
mathematics **D**
mechanical engineering **O**
mechanics **D Physics**
media studies (advertising) **G Marketing**
media studies (journalism)etc **I Journalism**
media studies (production) **E Media studies**
medicine **K Medicine and surgery**
metal fabrication **N Metal manufacture**
meteorology **D**
microbiology **D**
millinery **N Clothing manufacture**
mineral processing **O Mining**
mineralogy **D Geology**
mining **O**
motor mechanics **O Automotive engineering etc**
motor trimming **O Vehicle trades**
museum studies **I Archival studies**
music **E**

N

natural resources, management of **H Conservation/P Urban and regional planning**
nautical science **M Navigation and seamanship, Transport studies**
news reporting **I Journalism**
numeracy **C Transition studies**
nursery work **H Horticulture**
nursing, veterinary **H Veterinary science**
nursing educator training **J Teaching (tertiary)**
nursing **K**
nutrition **K Health science/ I Family care**

O

occupational health and safety **K Public health**
occupational therapy **K**
oceanography **D**
oenology **H Viticulture**
office work **G Office systems**
operations research **G Business administration**
ophthalmology **K Health science**
optometry **K**
outdoor furniture **N Outdoor furniture and equipment**

P

packing and storage **M Distribution and storage**
painting (art) **E Visual arts and crafts**
painting and decorating (building) **P**
panel-beating **O Vehicle trades**
parks and wildlife management **H Conservation**
pastry making **M Baking**
performing arts **E**
personal services **M specify**
personnel management **G Management**
pest control **H**
petroleum mining engineering **O Mining**
pharmacology **K Health science**
pharmacy **K**
philosophy **B**
photographic arts **E Media studies**
photographic processing **E Media studies/ N Printing**
photography **E Media studies**
physical education, teacher training **J Teaching**
physical education **I Fitness and recreation**
physical sciences **D specify**
physics **D**
physiology **D**
physiotherapy **K**
piloting **M Flying**
plant operation **O Industrial engineering**
plant science **D Botany**
plastering **P Construction trades**
plumbing **P Plumbing, gas-fitting and drain-laying**
podiatry **K**
police studies **L Law enforcement**
political science **C**
pre-employment studies **C Transition studies**
pre-school teaching **J Teaching (early childhood)**
primary teaching **J Teaching (primary)**
printing **N**
product design **O Industrial design**
programming **F Computer programming**
property management **G**
psychiatry **K Health science**
psychology **C**
public administration **G Business administration**
public health **K**
public relations **G**
pulp and paper making **N**
purchasing **G Financial management**

Q

quality control **G Management**
quantitative methods **D Mathematics**
quantity surveying **P**

R

radio and television production **E Media studies**
radiography **K**
radiology **K Health science**
reading **C Transition studies/J Education**
real estate **G**
reception **G Office systems**
records management **G Office systems/I Archival studies**
recreation **I Fitness and recreation**
refrigeration **O Heating, ventilation and air conditioning**
regional planning **P Urban and regional planning**
religion and theology **B**
retailing **M Retail sales**
roofing **P Plumbing, gas-fitting and drain-laying**
rural management **H Farming**

S

saddlery **N Leather manufacture**
sailmaking **N Outdoor furniture and equipment**
sales **G Marketing/M Retail sales**
saw milling **H Wood technology**
school to tertiary link programs **C Transition studies**
sciences **D specify**
sculpture **E**
secondary teaching **J Teaching (secondary)**
secretarial studies **G Office systems**
security **L Security**
sewing machine mechanics **O Mechanical engineering etc**
sewing machine operation **N Clothing manufacture**
sheetmetal work **N Metal manufacture**
shipping **M Transport studies**
signwriting **N Printing**
singing **E Music**
slaughtering **N Food processing**
small business **G Business administration**
social sciences **C Various**
social work **I**
sociology **C**
soil conservation **H Conservation**
soil studies **D various/H Farming, Conservation**
special education teaching **J Teaching (special education)**
speech studies **C Communication skills**
speech therapy **K Health science**
sport and recreation **I Fitness and recreation**
sports science **D Physiology/I Fitness and recreation**
spray painting (automotive) **Automotive engineering etc**
staff development **G Management**
statistics **D**
stockbroking **G Financial Management**
stonemasonry **P Construction trades**
storage **M Distribution and storage**
structural design (building) **P Architecture**
structural engineering **O Civil engineering**
supervision **G Management**
survey drafting **P Surveying**
surveying, quantity **P**
surveying **P**
systems analysis and design **F**

T

teaching **J**
technology **O specify**
telecommunications **O**
television production **E Media studies**
tertiary teaching **J Teaching (tertiary)**
textiles manufacturing **N Textile manufacture**
theology **B Religion and theology**
ticket writing **N Printing**
timber **H Forestry**
timber machining **H Wood technology**
timber treatment **H Wood technology**
tourism **M**
town planning **P Urban and regional planning**

trainer education **J**
transport **M Transport studies**
travel **M**
typing **G Office systems**

U

urban and regional planning **P**
upholstery **N Furniture manufacture**

V

valuation **G**
vehicle trades **O**
ventilation, air-conditioning **O Heating, ventilation and air conditioning**
veterinary nursing **H Veterinary science**
veterinary science **H**
visual arts **E**
viticulture **H**

W

waiting (food and drink) **M Food and beverage service**
waka **N Boatbuilding**
water conservation **H Conservation**
welding **N Metal manufacture**
welfare studies **I Social work**
wildlife management **H Conservation**
wine production **H Viticulture**
wood products (except furniture trades) **H Wood technology**
work education (not teaching training) **C Transition studies**
writing **Literature studies/C Communication skills**

Z

zoology **D**

APPENDIX SIX
ACCREDITATION

ACCREDITATION PROCEDURES

There are a number of options as to who participates in accreditation procedures. Some of these options will be decided at the time of unit registration.

At the point of unit registration, the national standards body will decide the extent to which it wishes to be involved in the overall quality process.

It may choose to be involved in accreditation, but delegate moderation to the Qualifications Authority. It may equally choose to be involved only in moderation. It may choose to be represented by another standards body in either or both of accreditation and moderation.

The choices made by the national standards body will be expected to aim at ensuring quality while minimising costs. Accreditation procedures will cover a wide range of approaches. In some situations there may be a full panel visit to the provider. Membership of a panel may include representation from the national standards body, or alternatively a representative from a cluster of standards bodies. In some situations accreditation may be given by a Qualifications Authority officer on the basis of an evaluation of the written documentation provided by an applicant. An officer may also undertake verification by an on site visit.

The options available to national standards bodies will also relate to the scope of a particular application for accreditation.

SCOPE OF ACCREDITATION

A provider may wish to seek accreditation for:

- a unit;
- a combination of units;
- a field, sub-field or domain of the National Qualifications Framework.

Established providers may seek general accreditation.

UNIT ACCREDITATION

The first and fundamental category of accreditation is ***unit accreditation.*** This involves an evaluation of the capacity of a provider to deliver the standards contained within a single unit.

ACCREDITATION FOR A COMBINATION OF UNITS

The next category of accreditation is similar and involves an evaluation of the capacity of a provider to deliver the standards contained *within a number of named units*. This could include accreditation for a full qualification.

GROUP ACCREDITATION

Field, sub-field or domain accreditation, is an evaluation of a provider's ability to deliver up to a specified level the standards contained within all units included within a field, sub-field or domain of the National Qualifications Framework database of registered units. This would also include accreditation for units that *will be registered within that part of the database in the future*. The accreditation process will, therefore, also focus on the applicant's ability to implement policies and procedures that will ensure the quality of delivery details developed for new units.

GENERAL ACCREDITATION

The final category of accreditation is ***general accreditation*** that will recognise a provider's capacity to deliver all National Certificate and Diploma units within the Framework. General provider accreditation will be considered when user group endorsement over all sectors of the Framework has been obtained and evidence of high quality delivery confirmed through the audit process.

APPENDIX 7

New Zealand Qualifications Authority
NATIONAL CERTIFICATE/
NATIONAL DIPLOMA
Application for Unit Registration

Please return this application form and all required documentation to:

The Manager Quality Systems

New Zealand Qualifications Authority

Mana Tohu Matauranga o Aotearoa

Box 160, WELLINGTON

Print clearly or type

Name of national standards body endorsing application

_____

Unit development officer _____

National standards body contact person

Name _____

Address _____

_____

Phone number _____ Fax number _____

List of unit standard titles attached Yes/No

Draft unit standards attached Yes/No

Writers' consultation log attached Yes/No

Accreditation options attached Yes/No

Moderation options attached Yes/No

Signed on behalf on the national standards body

_____

Position _____ Date _____

New Zealand Qualifications Authority
NATIONAL CERTIFICATE/
NATIONAL DIPLOMA
Application for Qualification Registration

Please return this application form and all required documentation to:

The Manager Quality Systems

New Zealand Qualifications Authority

Mana Tohu Matauranga o Aotearoa

Box 160, WELLINGTON

Print clearly or type

Name of national standards body endorsing application

_____

Qualification development officer _____

National standards body contact person

Name _____

Address _____

_____

Phone number _____ Fax number _____

List of qualification titles attached Yes/No

Draft qualifications attached Yes/No

Writers' consultation log attached Yes/No

Accreditation options attached Yes/No

Moderation options attached Yes/No

Signed on behalf on the national standards body

_____

Position _____ Date _____

APPENDIX EIGHT

GLOSSARY

- ACCREDITATION (of providers) - a process for ensuring that providers have the capacity, including management of quality, to deliver unit standards.

- ASSESSMENT - a process of collecting and interpreting evidence of competence or achievement.

  MODERATION OF ASSESSMENT - a process for ensuring the consistency of assessment with the required standard.

  PERFORMANCE CRITERIA - statements of competence or achievement against which the attainment of outcomes is measured.

  STANDARDS-BASED ASSESSMENT - assessment that is measured against unit standards.

- CERTIFICATION - documentary evidence that a qualification has been awarded.

- CREDIT (as applied to a unit standard) - a value assigned to a unit standard that reflects the relative time and effort required to complete its outcomes.

- CREDIT TRANSFER - a process of transferring credits between courses that lead to a nationally registered qualification.

- DATABASE OF STUDENT RECORDS - a database that contains details of units and qualifications completed by individuals.

- DELIVERY - teaching and learning approaches, context and content, resources, and range and number of assessments.

- DOMAIN - a term describing a specific area of education or training at unit level, defined in the *NZQA Classification for Unit Standards and National Qualifications.*

- ELEMENT OR OUTCOME - the competencies or achievements that must be demonstrated for successful completion of a unit.

- FIELD - a term describing a general area of education or training, corresponding to an *ISCED* field and defined in the *NZQA Classification for Unit Standards and National Qualifications* **(see also SUB-FIELD and DOMAIN).**

Sub-field - a term describing a specific area of education or training at qualification level, corresponding to an ISCED sub-field and defined in the NZQA Classification for Unit Standards and National Qualifications.

Domain - a term describing a specific area of education or training at unit level, defined in the NZQA Classification for Units and National Qualifications Standards

- General Accreditation - accreditation of a provider to offer all National Certificate and National Diploma units up to level 7 of the Framework.
- Group Accreditation - accreditation of a provider to offer a number of units in a specified field, sub-field or domain up to a specified level.
- Levels - the eight levels of the Framework are defined in terms of progressive stages of competence or achievement and complexity in units assigned to them.
- Moderation of Assessment - a process for ensuring the consistency of assessment with the required standard.
- National Qualifications Framework - collectively, all nationally registered qualifications and the nationally registered unit standards from which they are derived. Implicit is a defined and logical relationship between them.
- National Standards Bodies - represent all major user groups connected with a field, sub-field or domain (for example, health sciences) and have responsibility for the development, evaluation and endorsement of all units and qualifications in that category.
- NZQA Classification for Unit Standards and National Qualifications - a document that defines fields, sub-fields and domains, used for naming qualifications and unit standards, and for assistance in defining NSB and ITO fields, sub-fields or domains.
- Outcome or Element - the competencies or achievements that must be demonstrated for successful completion of a unit.
- Performance Criteria - statements against which the attainment of elements or outcomes is measured.
- Provider - an individual or organisation providing education or training.
- Qualification - a combination of unit standards that, when certificated, completes the *educational* prerequisite agreed by national standards bodies to be appropriate for entry to an occupation, or to a course at a higher level.
- Quality Audit - a process for ensuring the effective performance of a provider's overall systems for the management of quality; a function of the Authority.

- QUALITY MANAGEMENT - a process and structure implemented by a provider for ensuring that standards required by the Authority and national standards bodies are met; a prerequisite for accreditation.

  ACCREDITATION (of providers) - a process for ensuring that providers have the capacity, including management of quality, to deliver unit standards.

  - *GROUP ACCREDITATION - accreditation of a provider to offer any number of units in a specified field, sub-field or domain up to a specified level.*
  - *GENERAL ACCREDITATION - accreditation of a provider to offer all National Certificate and National Diploma units up to level 7 of the Framework.*
  - *UNIT ACCREDITATION - accreditation of a provider to offer a specific unit or units.*

  MODERATION OF ASSESSMENT - a process for ensuring the consistency of assessment with the required standard.

  REGISTRATION OF PRIVATE TRAINING ESTABLISHMENTS - a process for ensuring that basic educational and consumer safeguards are in place.

  REGISTRATION OF UNITS AND QUALIFICATIONS - a process for ensuring that units and qualifications have been evaluated and endorsed by national standards bodies as representing an exclusive national standard, and so registered with the Authority.

- RECOGNITION OF PRIOR LEARNING - a process of awarding credits for outcomes that have not been certificated in terms of the National Qualifications Framework and may have been completed outside formal education and training.

  CREDIT TRANSFER - a process of transferring credits between courses that lead to a nationally registered qualification.

- REGISTRATION OF PRIVATE TRAINING ESTABLISHMENTS - a process for ensuring that basic educational and consumer safeguards are in place.

- REGISTRATION OF UNITS AND QUALIFICATIONS - a process for ensuring that units and qualifications have been evaluated and endorsed by national standards bodies as representing an exclusive national standard, and so registered with the Authority.

- STANDARDS - nationally registered statements of education and training outcomes and their associated performance criteria. See also UNIT.

- STANDARDS-BASED ASSESSMENT - assessment that is measured against unit standards.

- SUB-FIELD - a term describing a specific area of education or training at qualification level, corresponding to an ISCED sub-field and defined in the NZQA *Classification for Unit Standards and National Qualifications.*

- UNIT - a unit has two parts:

  - *nationally evaluated and endorsed unit standards registered on the Authority's unit standard database*
  - *delivery details developed by a provider for teaching purposes.*

  DELIVERY - teaching and learning approaches, context and content, resources, and range and number of assessments.

  ELEMENT OR OUTCOME - the competencies or achievements that must be demonstrated for successful completion of a unit.

  UNIT STANDARDS - nationally registered element or outcome statements and performance criteria, and administrative information.

- UNIT ACCREDITATION - accreditation of a provider to offer a specific unit or units.

- UNIT STANDARDS - nationally registered element or outcome statements and performance criteria, and administrative information.

- USER GROUP - all those who derive direct or indirect benefit from a qualification and its component units; generally includes students, qualified individuals, professional associations and employers who may be represented, along with providers, in national standards body.

NEW ZEALAND QUALIFICATIONS AUTHORITY
Mana Tohu Matauranga o Aotearoa

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